

## Holycroft Primary School

### Pupil Premium Policy

#### Our Ethos

At Holycroft we are driven by the belief that every child 'has the potential to achieve'. Effective inclusion for every pupil, whatever their background and whatever challenges they face in life, is therefore of the highest importance to us. We encourage and develop in every child resilience, independence and a love of learning. Through our mantra Effort + Practice = Achievement (E+P=A) all pupils know that they can be successful in anything they put mind to.

#### Guiding principles and beliefs (below into bullets below)

The funding received through the Pupil Premium is used to ensure every child, throughout their time at Holycroft, receives the best quality first teaching available. This is to ensure that disadvantaged pupils swiftly close the gap on other pupils nationally, and where appropriate develop depth. In addition, we provide a range of highly effective interventions and support for individual needs to precisely meet individual needs, and ensure pupils are given the opportunity to excel through regular challenge. We also recognise the importance of developing children as independent learners, and the funding supports our behaviour and outstanding learning behaviour strategies.

- All staff buy into the idea that all pupils can go on to be at least as successful as any child in the country.
- That everyone has responsibility to ensure teaching and learning is tailored to meet the individual needs of all pupils, and is of the highest possible standard.
- In particular, all staff ensure that the highest quality provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- That support for socially disadvantaged pupils goes beyond simply their academic needs, but giving them the necessary support beyond the classroom, and developing their personal attributes so they are best prepared for life in modern Britain.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged, and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. As such we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis linked to our external data and reports, in school assessment tracking, and ongoing monitoring of

standards and achievement. Through this we will identify priority classes, groups or individuals and direct resources to meet specific need.

- Underperformance will not be the only factor used when identifying need, but rather funding is targeted at improving the outcomes of all socially disadvantaged pupils, at whatever their current level of achievement.

## **Quality First Teaching and Learning**

**We will ensure all pupils receive the highest quality teaching and learning through:**

- Set the highest expectations
- Recruit and develop highly skilled leaders
- Address any within-school variance, drawing on national research and robust data analysis.
- Ensure consistent implementation of the non-negotiables
- Establish a culture of 'open classrooms' to share and draw on best practice within the school and beyond.
- Provide highest quality CPD supported by bespoke coaching and mentoring
- Improve assessment through joint levelling and moderation Interventions

## **Inclusion**

### **Resilience, Independence and a love of Learning**

### **Monitoring and Evaluation**

### **Accountability**

Governors

School Leaders

Teachers and Support Staff

### **Provision**

- The range of provision the Governors may consider making for this groups could include:
  1. Targeted interventions to meet the specific needs of pupils.
  2. Reducing class sizes, thus improving opportunities for effective AfL and accelerating progress (eg. Y6 booster group)
  3. Additional support and training of our teaching staff to ensure that they have the appropriate skills to meet the specific needs of children.
  4. Providing small group work with an experienced member of staff focussing on overcoming gaps in learning.
  5. 1:1 support or interventions
  6. Additional teaching and learning opportunities provided through trained Teaching Assistants or external agencies.

7. Developing a rich and meaningful curriculum which gives all children a love of learning and broadens their experiences.
- All our work through the Pupil Premium will be aimed at accelerating progress, moving the children to at least age related expectations. Initially this will be in Reading, Writing and Maths, and supported through our Creative Curriculum

### **Reporting**

- It will be the responsibility of the Headteacher, or a delegated member of staff, to produce regular reports for the Governors Curriculum and School Improvement Committee on:
  1. The progress made towards narrowing the gap, by year group for socially disadvantaged pupils
  2. An outline of the provision that was made
  3. An evaluation of cost effectiveness, in terms of the progress made by pupils receiving a particular provision, when compared to other forms of support
- It will be the responsibility of the Chairperson of the Curriculum and School Improvement Committee to ensure this information is made known to the full Governing Body
- The Governors of the school will ensure there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education

Signed \_\_\_\_\_

Chair of Governors

Date 12 December 2017